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Fall 1979

United States Department of Agriculture  
Science and Education Administration

# extension review

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## A National Nutrition Policy\*

Dr. D. Mark Hegsted, Administrator  
Human Nutrition Center, SEA

Moderation is the key to a viable nutrition policy, which will provide the American people with an optimal diet for health. The nutrition policy of this country—is, and always will be, to provide a nutritionally adequate diet to everyone or, at least, to make an adequate, nutritious food supply accessible to everyone. . . .

**Responsibility.** A characteristic feature of nutrition is that it is not possible to organize it or discuss it in a very logical fashion. Nutrition is practically everybody's business, and almost every human activity impinges on it. The food and agricultural industries have a major responsibility to provide a nutritious food supply to the population served, but it must be abundantly clear that we are concerned with a complex system that

does much more than provide for nutrient needs. . . .

**Change.** The major change that will occur in nutrition policy is increased emphasis toward moderation of American dietary patterns and limitation of intake of various foods and food constituents. Shifting our emphasis toward more concern about over-consumption of certain foods or food constituents certainly does not mean less concern about adequate intake of essential nutrients. . . .

**Balance.** Everyone must understand, that excessive consumption of anything is certainly undesirable. It is not fair to the consumer for every group to tout the nutritional advantages of each and every product—however trivial—and ignore their disadvantages. A more balanced presentation is required—certainly in nutrition education efforts, and probably in labeling, advertising, and promotion. . . .

**Application.** The issue is not natural vs. processed foods. The issue is: How to apply the best nutritional knowledge. Nutrition education is not nearly as effective as many of us would like it to be. Yet, in the long run, one does expect nutritional advice to modify food patterns. The challenge to the food industry is to produce products with the kinds of nutritional properties that are desirable and which also combine other characteristics of flavor, consistency, convenience, and price that do make them acceptable. . . .

**Guidelines.** New dietary guidelines will be developed. These will increasingly stress some limitation of consumption of factors or materials

known to create, or suspected of creating, undesirable effects. As in the development of the Recommended Daily Allowances (RDAs), the actual levels specified will be based on judgment and gradually change. . . .

**Opportunity.** It is unfortunate that the development of new dietary guidelines which modify past practices—particularly when combined with great public interest—results in a period of confusion and debate. These arguments—often more a matter of quantification than of principle—diminish confidence in the scientific community. We, in the nutrition community, now have greater opportunities to modify food and agricultural practices than we ever have had, but we are in danger of losing that opportunity unless we subdue or resolve some of these arguments. . . .

**Leadership.** We have not only the opportunity, but the responsibility to play a primary role in the development of new policy and guidelines. There are others, however, who would gladly assume a primary role, and we will forfeit the opportunity unless we demonstrate a clear, positive, and progressive leadership.

\*Excerpts from Dr. D. Mark Hegsted's article published in the May, 1979 issue of the *Journal of The American Dietetic Association*.

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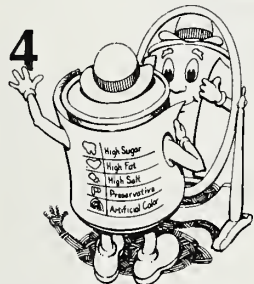


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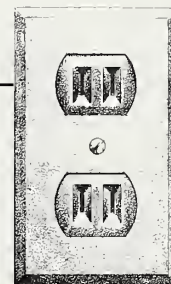
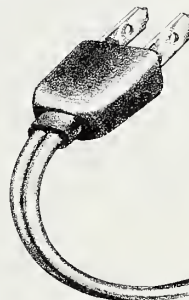


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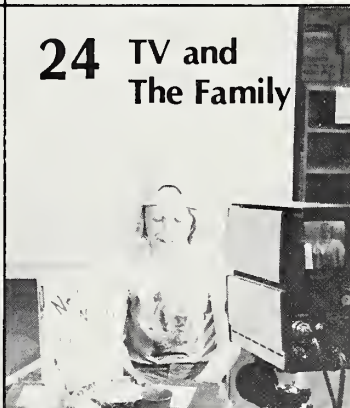
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## extension review

Vol. 50, No. 4  
Fall 1979

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Secretary of Agriculture

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Science and Education

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The *Extension Review*, quarterly publication of the Science and Education Administration, is for Extension educators in county, state and USDA agencies. The Secretary of Agriculture has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Department. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget through September 30, 1979. The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, at \$2.25 per copy or by subscription at \$8.25 a year, domestic, and \$9.35 foreign. Send manuscript inquiries to: The Editor, SEA Information Staff, Room 3137-S, USDA, Washington, D.C. 20250, Telephone: (202) 447-6133.

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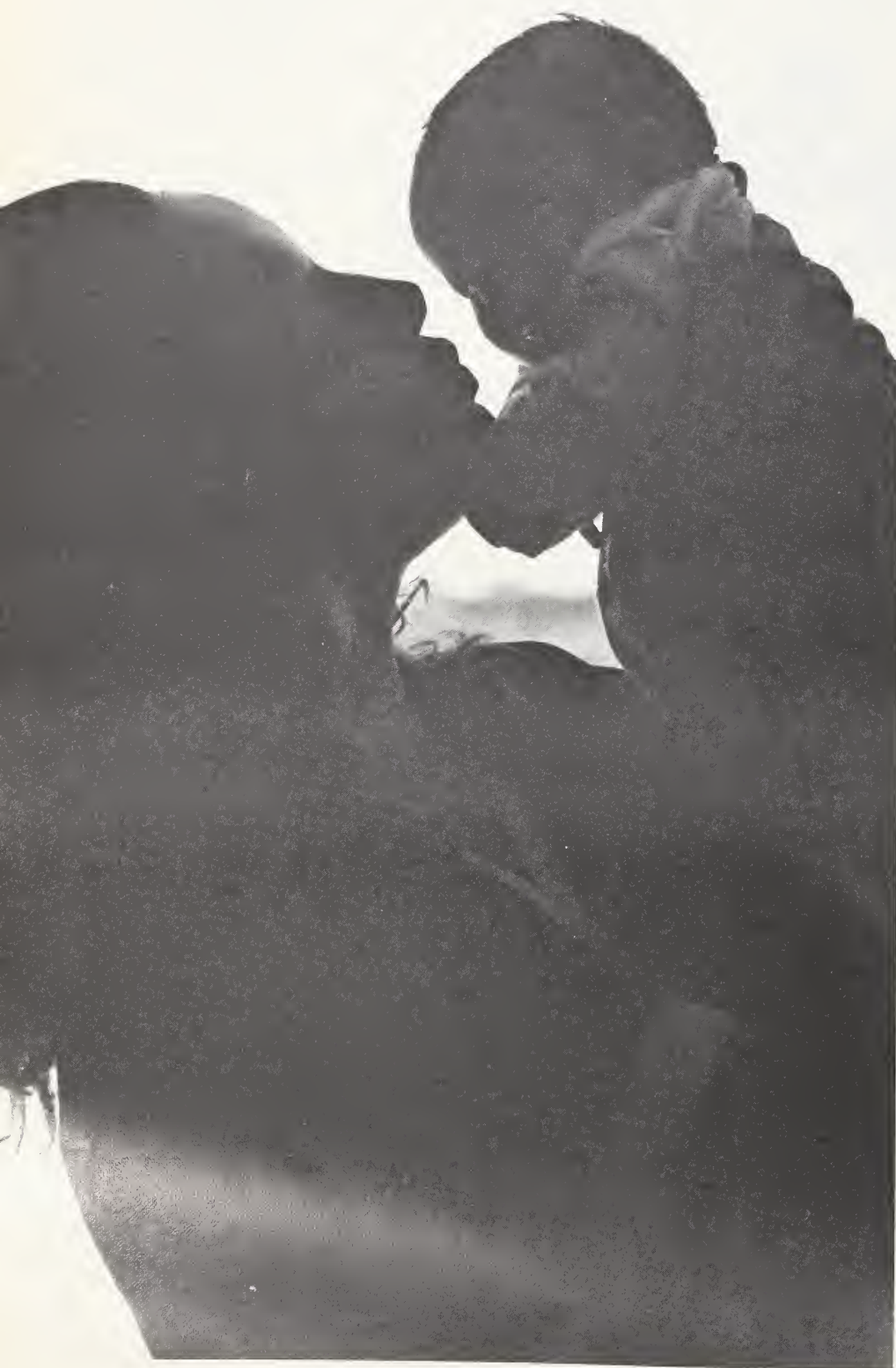
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# Rural Health Education Highlighted

by Stu Sutherland  
SEA Public Information Officer  
Washington, D.C.



People living in some rural areas of six states will directly benefit from new rural health education programs about to be launched by state-level Cooperative Extension Services.

The projects in Arkansas, Florida, Massachusetts, Montana, Nevada, and New Mexico were selected in a competition of proposed projects.

The delivery of health care to rural citizens is fast becoming increasingly complicated. There are many reasons, such as the distance between many of our rural communities; complicated medical technology that citizen-consumers find hard to grasp; and an uneven distribution of those who provide health care services.

"This expansion of health education activity, through six state Cooperative Extension Services, will be a positive demonstration of the potential effectiveness of both state and county Extension workers in the health education field," said Anson R. Bertrand, director of SEA.

"The Cooperative Extension Service," he noted, "working across the country through the land-grant universities and 3,150 county offices, has a long history of delivering educational materials to citizens to help meet their needs. The Extension method of 'helping people to help themselves' will now be applied to the problems of rural health in the new projects."

## Arkansas

In Arkansas, the program will concentrate on reducing teenage pregnancy through education designed to be used in the network of 4-H clubs. Runyan Deere, state leader for health education at Little Rock, says that Arkansas has the highest per capita teenage pregnancy rate in the Nation. Working with advisory groups,



Credit: Administration on Aging—HEW

the Arkansas Cooperative Extension Service will develop a program and all needed materials to train selected county staffs, 4-H adult volunteer leaders, and 4-H teen leaders to work with parents and youth. A detailed plan will be developed to carry out the program in a pilot county during the first year. Next an evaluation will be done to revise the project and materials before it is expanded to other counties in the following 2 years.

### Florida

Two counties in Florida (Glades and Hendry) have been designated as being medically underserved, according to co-project leaders Linda Moody, health education specialist, and Barbara Taylor, specialist in family environment in Gainesville. Three identified groups in the counties—Native Americans, migrant workers, and low-income residents—will be given health education services through Extension-trained paraprofessional health educators. Comprehensive health education programs will seek to reduce problems that include low immunization rates; unhealthy eating patterns; improper home sanitation practices; poor



physical fitness levels; and dental problems in all age groups.

### Massachusetts

Margaret Randall, the project director for the Massachusetts health education project in Amherst, reports that their programs will be developed to take scientific information from the University of Massachusetts School of Medicine and make it available to rural citizens. "Self-care" will be emphasized in staff training and in two initial pilot projects in volunteer counties.

The health needs in other counties will be assessed, and smaller scale programs will be developed to meet those needs. Surveys of active health agencies in participating counties will be conducted, with plans for county-developed directories of local and state health resources to be prepared for citizens. Television as a rural health education tool will receive considerably more emphasis



Credit: Administration on Aging—HEW

as viewing centers become available across the state.

### Montana

The great distances between population centers in Montana make health care delivery difficult, according to Martha Johnson, program coordinator for human resources in Bozeman. The Montana program will stress "wellness" and prevention of illness and injury, and will be designed to increase the awareness of the rural population (in 35 of the state's 56 counties) about health risk factors—related to the lifestyle and environment.

A specific health risk appraisal model will be adopted and used as a basis for health education training in the counties, and as a way to collect objective data from the expected 8,500 citizens who will be involved. That data can then be used to determine the current health status and educational needs of the citizens, and help local communities develop and conduct projects to meet their particular needs.

### Nevada

Nevada also has great distances between health resources, says Barbara Gunn, health education and





human resource development specialist in Reno. Three counties are being targeted to develop new ways to increase the ability of citizens to care for their own needs, using three different approaches.

A network of home aid stations will provide Eureka County residents with emergency care and health information close to their homes and ranches. People in Lander County will have the opportunity to participate in a dynamic series of health information workshops offered at their places of employment. Lincoln County residents will have an opportunity to assess their own health care needs and to make those needs known to health providers who, of necessity, must often do their planning at locations far removed from the area to be served.

#### **New Mexico**

New Mexico has a large Native American and minority population, reports Steven E. Madsen, project leader and Extension specialist in Las Cruces. The New Mexico program

will be centered around ways to document and analyze health risks, and then to design and implement group and individual risk reduction methods citizens can use. Also, a variety of health education services will be made available at the community level, and a statewide health information and referral system will be developed using Extension resources.

#### **Funding**

Each state will receive federal funding in the amount of \$25,000 per year for up to 3 years, bringing the total federal commitment for this new initiative in rural health education to a figure close to \$450,000.

Additional state, county, and local funds to match, or exceed, those provided by USDA and the Department of Health, Education and Welfare (HEW) will probably more than double funding for the overall programs.

The Cooperative Extension Service in USDA's Science and Education Administration (SEA-Extension) will fund four of the projects. The other

two will be funded by HEW's Bureau of Health Education at the Center for Disease Control in Atlanta, Ga. They have worked with the State of Arkansas since 1974 to demonstrate the potential of state and county SEA-Extension activities in rural health.

The programs designed by the six states insure both community and personal involvement in better health care delivery to the citizens of rural America. Each project is based on the premise that to insure adequate health care in rural areas the health delivery system—which includes hospitals, doctors, public health nurses and others—must be supplemented by active citizen involvement.

#### **Interagency Cooperation**

The projects will complement the rural health initiative programs of the Bureau of Community Health Services of HEW, and SEA-Extension will also work closely with the six state health departments.

The various projects are also de-



signed to directly involve advisory bodies with representatives from the health-related organizations; from the state land-grant universities; and from citizens of different age levels who represent the "consumers" who benefit from the new program.

With each state project having a slightly different approach, each can be evaluated on its own merits in about 3 years. Other states can then base future health-related projects on the successes of these pilot efforts, and avoid pitfalls if parts of programs do not work out as expected.

Bertrand also said, "We are indeed pleased to be working closely, through an interagency cooperative agreement, with the Bureau of Health Education in Atlanta. This will encourage cooperation at the state and local levels between SEA-Extension and official and voluntary health agencies. We look forward to a highly successful health education program that will benefit rural adults and youth within the scope of the initial six-state program areas."

### Objectives

He also noted that each of the six projects will strive to meet five overall objectives:

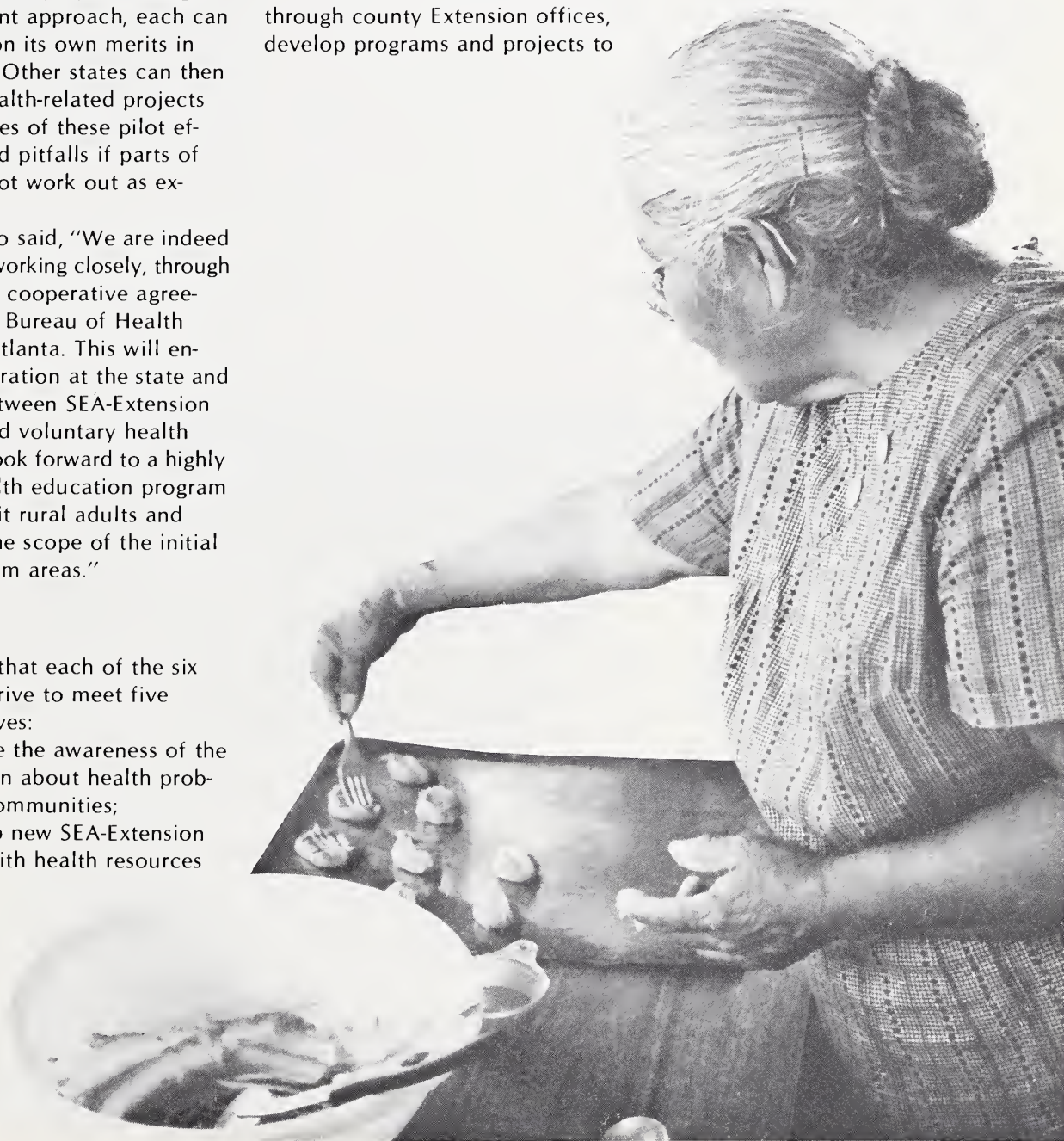
- to increase the awareness of the rural population about health problems in their communities;
- to develop new SEA-Extension relationships with health resources

throughout the state so they can become more readily available to citizens;

- to develop materials about health and education programs on the land-grant university campus to be used to meet rural needs;
- to help local communities, through county Extension offices, develop programs and projects to

meet locally recognized needs; and

- to help communities maximize the use of local resource people such as doctors, nurses, teachers, coaches and others, through training programs and local consultation.□



# Alcoholism—Developing Community Awareness

by **Richard A. Kalus**  
Regional Program Director  
University of Illinois

and **Arvena Pearson**  
LaSalle County Extension Adviser  
Ottawa, Illinois

Alcoholism is one of America's most serious health problems. Nationally, about 7 out of 10 adults drink alcoholic beverages. Of these, about 1 out of 12 is an alcoholic.

LaSalle County, Illinois, has a population exceeding 111,000 people. The director of the Alcoholism Council there estimates that the number of hard-core alcoholics is from 10 to 12 percent of the population. Although there are more than 11,000 chronic alcoholics in LaSalle County, treatment facilities can accommodate only 400 to 450 at any time.

With heavy demands upon crisis intervention personnel from social and mental health agencies, these professionals often have neither time nor staff to organize a comprehensive alcoholism awareness program. Through cooperation with county social, industrial, medical, educational, and civic groups, the University of Illinois has a continuing education program dealing with alcoholism.

## Objectives

Alcoholism is viewed as a chronic illness—both preventable and treatable. LaSalle County needed a greater public awareness and new understanding of the many family, work, health, and social problems caused by compulsive drinking. The program also acted as a catalyst for other agencies to improve their continuing education activities, and to better inform people of available county services.

Representatives from the LaSalle County Cooperative Extension Service, the Office of the Associate Vice President for Public Service at the University of Illinois, the LaSalle County Council on Alcoholism and Drug Dependence, Mendota Community Hospital Comprehensive Alcoholism Care Unit, Illinois Valley Community College, Illinois Valley Industrial Association, and the LaSalle Educational Service Regional Office formed the planning committee and sponsored the program.

## Planning

To gain a comprehensive profile of the county, needs assessment studies, interviews, and professional appraisals were conducted. Using this data, the committee planned a community-action model.

Located about 80 miles southwest of Chicago, LaSalle is the second largest county in the state. Traditionally, 80 percent of the area was farmed with corn and soybeans, but the increase in the number of companies building plants near the new Interstate highway has greatly changed the employment scene. The most popular social places are now taverns, and restaurants with bars.

## Extension Involvement

Besides presentations before clubs and organizations, health professionals taught special classes about alcoholism to 70 volunteers from the LaSalle County Cooperative Extension Service. These Extension volunteers in turn met with others to increase the number of people actively involved with the program, teaching them about the problems associated with alcoholism.

Gaining media support was essential to the program's success. Com-



mittee members met with newspaper editors and radio show hosts to secure their backing.

Because of its daily community involvement, the LaSalle County Extension office coordinated publicity activities. Brochures were distributed to civic and cultural groups, companies, health and social agencies, schools, churches, and local governments. Particular attention was given to mailing lists, when available, from agencies dealing directly with alcoholics and their families.

### Special Program

"No Joy In Drinking: Alcoholism in LaSalle County" was a 90-minute free, public meeting scheduled at a local school auditorium. An academy award-winning actress who is a re-

covering alcoholic and an active spokesperson in the field of alcoholic rehabilitation was keynote speaker. Representatives from the Alcoholism Council, Mendota Hospital, local industry, Alcoholics Anonymous, and Alanon gave short presentations about the community and family problems involved and treatments available.

The major theme was the necessity of changing the alcoholic's attitude. Each speaker offered some personal insights in the problem, with audience participation in a question-answer session. More than 650 people attended.

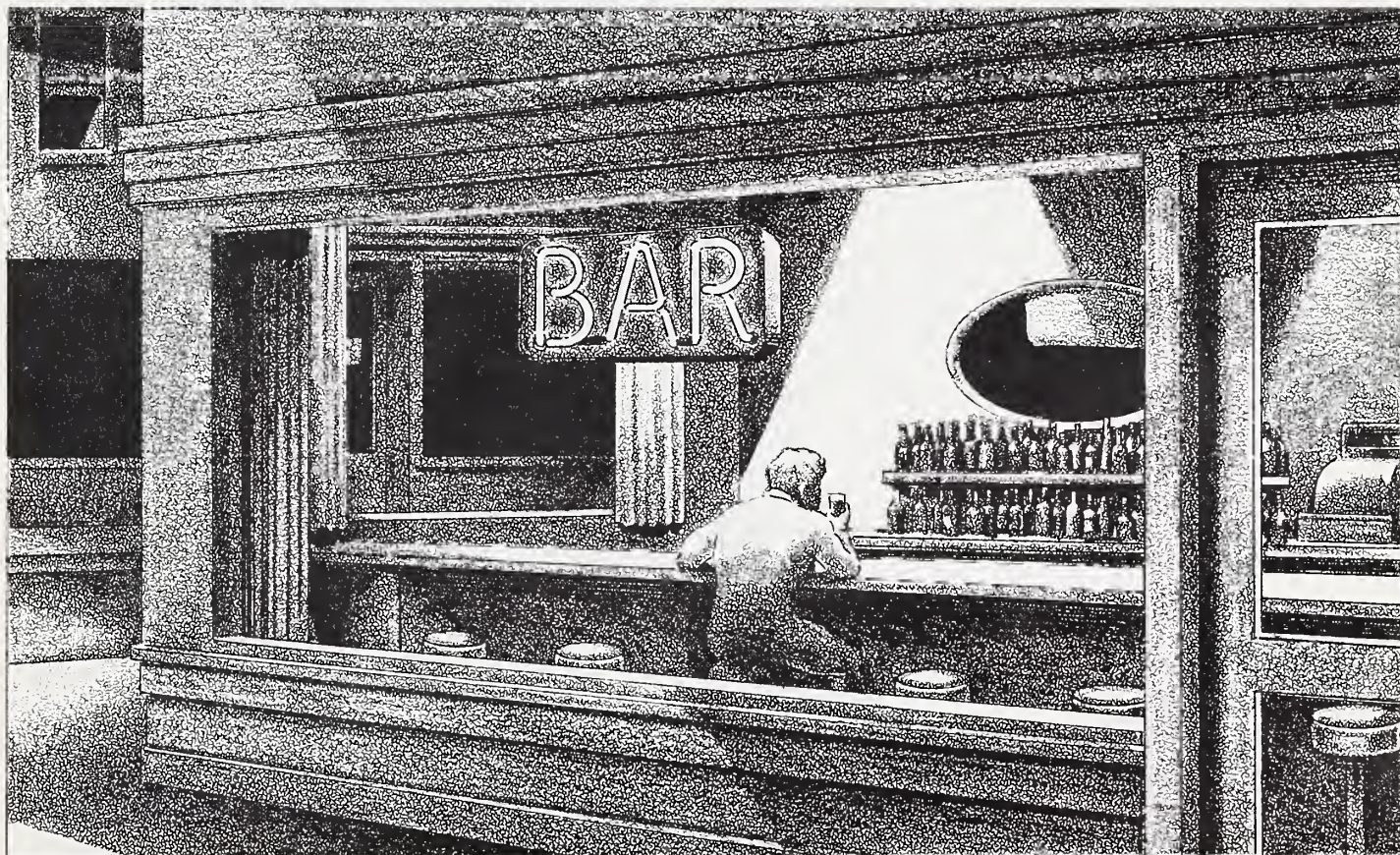
### Evaluation and Results

Evaluation of the program was important. We designed a questionnaire

to determine the success of the evening program in presenting the facts, to clarify some of the issues and their resolutions in the minds of the public, and to determine public response. In addition, we used opinionnaires and informal discussions to evaluate the extent of change in public attitudes. Using this data, sponsors began to plan further continuing education programs.

Our goal remains simple—when the alcoholic is ready for help, we hope that help will be available.

As a direct result of increased public awareness of the problems surrounding alcoholism, more people requested help from treatment units in the county. Several companies began alcoholism programs in their plants. □



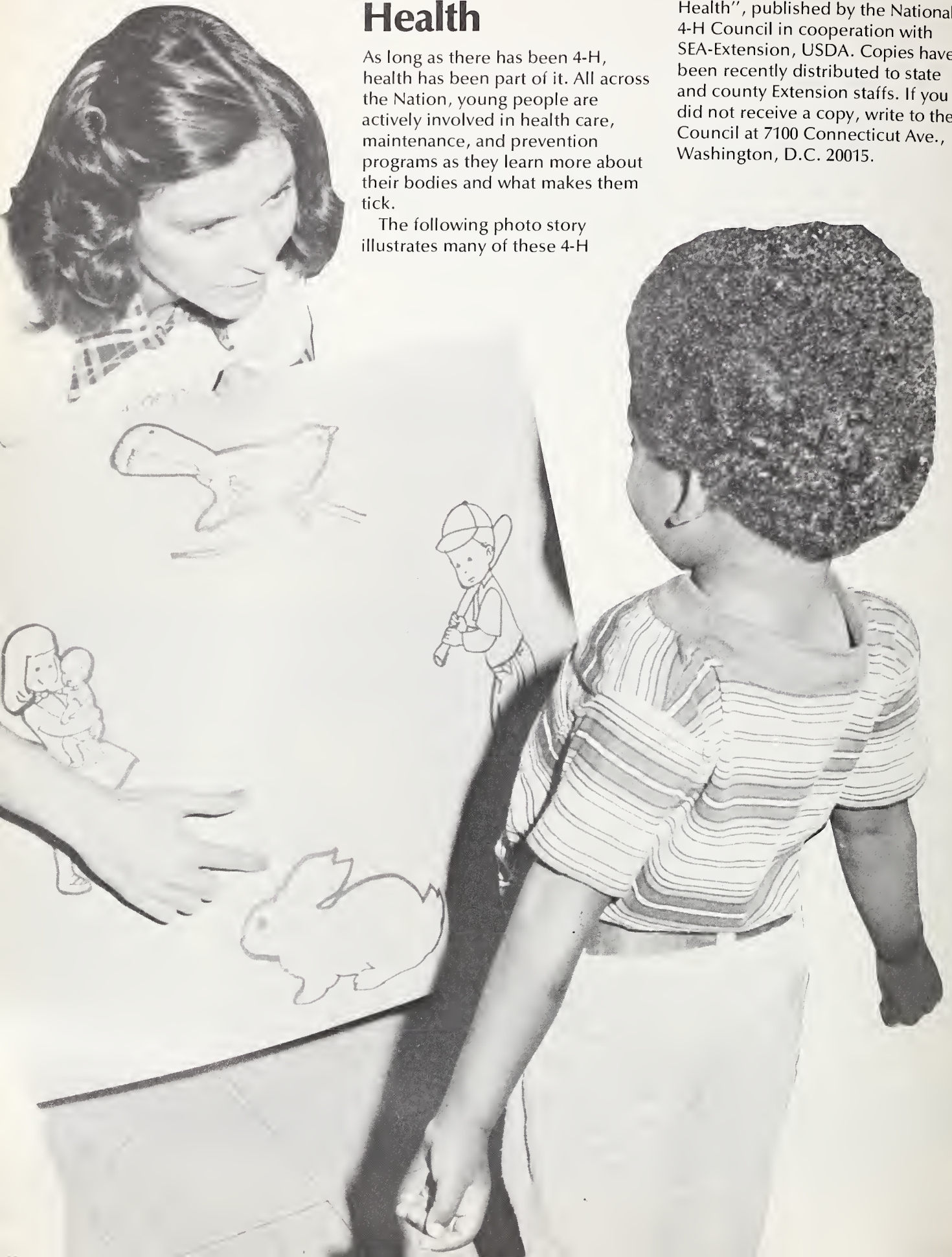


# 4-H—To Your Health

As long as there has been 4-H, health has been part of it. All across the Nation, young people are actively involved in health care, maintenance, and prevention programs as they learn more about their bodies and what makes them tick.

The following photo story illustrates many of these 4-H

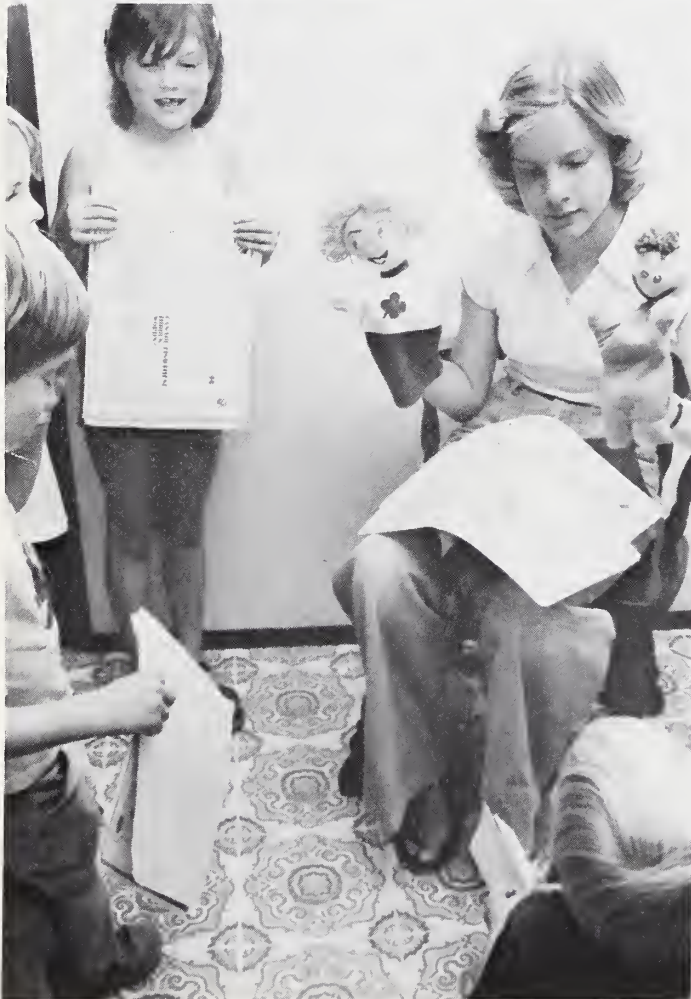
programs. Additional information is available in the newsletter "To Your Health", published by the National 4-H Council in cooperation with SEA-Extension, USDA. Copies have been recently distributed to state and county Extension staffs. If you did not receive a copy, write to the Council at 7100 Connecticut Ave., Washington, D.C. 20015.







To save a life—the proper technique for administering Cardio-Pulmonary Resuscitation.



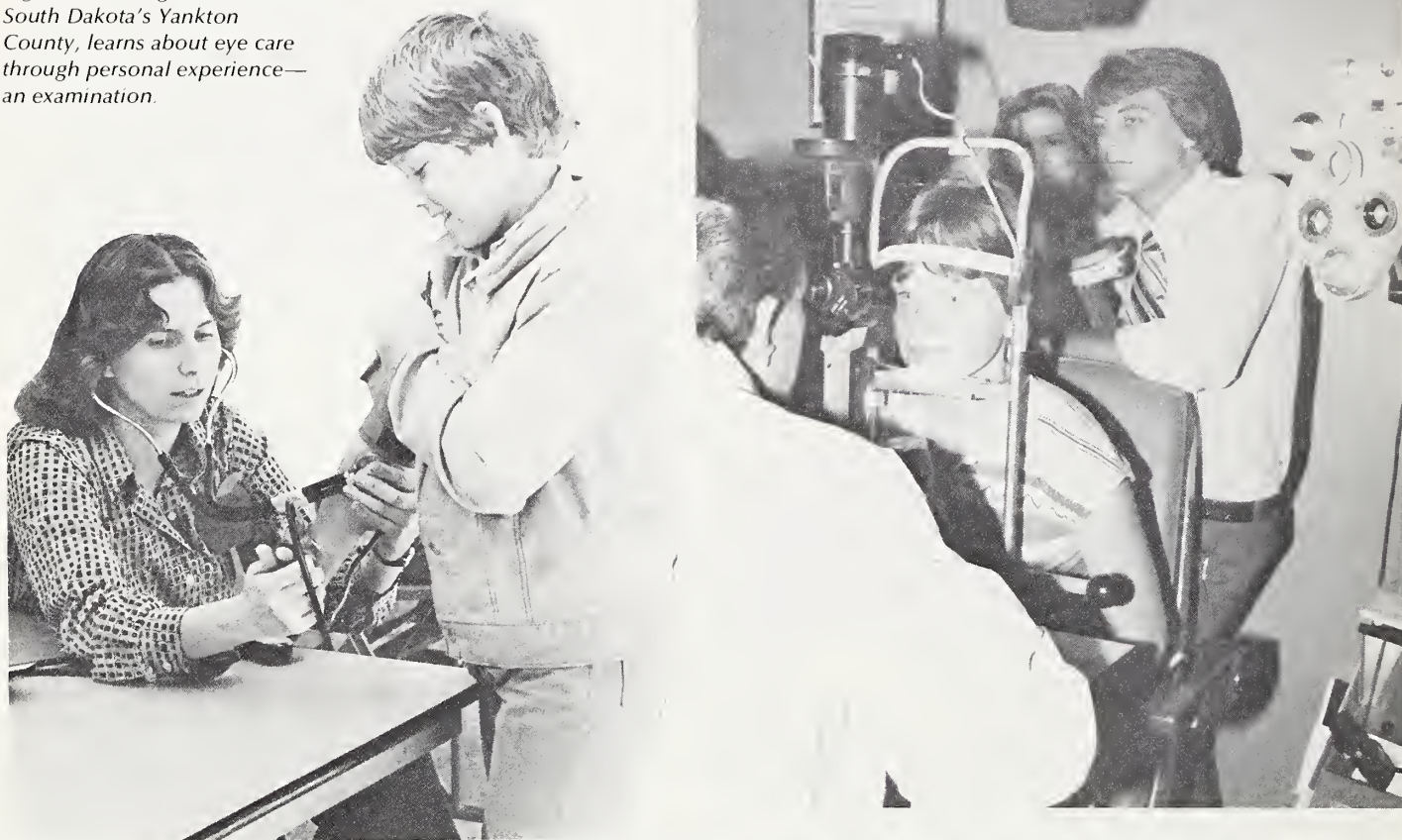
Above: 4-H members learn about heart attacks by operating a "Risko" terminal—a computerized game that analyzes a person's chances of having a fatal heart attack and suggests ways to minimize the risks.

Left and opposite: Eye care education projects were conducted by 4-H'ers in several states during 1978. In Mississippi, an optometric assistant talks to a child about the different types of eyes found in the world, while in Washington, 4-H'er Dina Washburn uses her puppets to communicate safe eye care practices to nursery and elementary school children.



*Below: 4-H volunteers in Michigan's Washtenaw County held a Screening Fair to provide dental check-ups, physicals, blood tests, and vision and hearing tests for children.*

*Right: 4-H'er Virginia Skow, from South Dakota's Yankton County, learns about eye care through personal experience—an examination.*



*Right: Florida 4-H'ers apply their recently learned bandaging techniques to mock-up accident victims at a survival skills camp.*







Above: A Day at the Races? No—a day at Loudon County, Virginia's 4-H Riding for the Handicapped Program. Ricky Wrenn holds onto "Sprout" as mom holds onto Ricky. Barbara Hoebert (holding rein) and Beverly Burton, volunteer 4-H leaders, lend a hand. Left: Volunteer 4-H leader Wendy Shugol (center) discusses saddles and horses with workshop participants from Texas and Vermont.



# Consumerism at the Grassroots

by Evelyn A. Wunderlich  
Humboldt County Extension Advisor  
University of California

When members of the Humboldt Nutrition Council (HNC) first learned about proposed food labeling hearings scheduled in five cities across the country, they decided the voice of the people in Humboldt County should also be heard.

The hearings solicited individual consumer response as to what kind of information is desired on food labels.

Food labeling is an important national concern in which every person could comment if properly motivated. The HNC and University of California Cooperative Extension home economists felt an organized effort could offer county consumers an opportunity to express their comments and suggestions.

Humboldt County, often referred to as "Redwood Country," is on the north coast of California, somewhat isolated with a population of 106,000, and considered very rural compared to other sections of California.

The Humboldt Nutrition Council's membership includes dietitians, nutritionists, home economists, and other interested community members.

## Mini-Hearing

Realizing that 275 miles to attend the closest hearing in San Francisco

was too far for most people, the council decided to hold their own hearing. The idea developed when Stephanie Gray, consumer specialist with the Food and Drug Administration (FDA) in San Francisco, visited the council to discuss the proposed food labeling hearings.

The hearings were organized by FDA, USDA, and the Federal Trade Commission (FTC). Gray was very enthusiastic and supportive of the idea for a mini-hearing in Eureka. She arranged for two FDA officials to serve as officers at the local hearing.

## Publicity

The local hearing was well publicized. The Humboldt County Cooperative Extension office prepared and printed a brochure sent to 1,200 people and organizations. Included was an address requesting written comments from those unable to attend.

A local hearing announcement was attached to small yellow posters already prepared by FDA, USDA, and FTC. News releases were sent to all local newspapers, radio and television stations.

A few days before the hearing, several HNC members appeared on a local prime-time, call-in television show to publicize the hearing and elicit consumer comments. The day before the hearing several other members were guests on a morning radio show.

## The Big Day

The Council scheduled a press conference immediately before the hearing. Interviews of the hearing officers received extensive print and television coverage.

Held at the Humboldt County Cooperative Extension office in Eureka,







the hearing covered two time periods. Senior citizens dominated the afternoon session from 2-4:30. The majority had special dietary problems. A younger group attended the evening meeting from 7-9:30. Many were concerned parents interested in good nutrition for their children.

The hearing officers, Robert Lake from the U.S. Bureau of Foods, FDA, Washington, D.C., and James Nakada, FDA Assistant West Coast Regional Director, heard testimony from 60 local consumers. The people came from every area of the county to express their views directly to the government representatives.

"The most consistent vein of comments has centered around the amount of information contained on food labels. Most people think there isn't enough information printed on the label," said Lake. "There are other concerns, too. People don't want labels to be too complicated or to drive up the cost of the product. Some are afraid that too much information will reduce type sizes and make labels harder to read. On the whole, people just want to know what they are buying."





#### Consensus

The Humboldt County hearing indicated that consumers want complete ingredient labeling on all processed foods with print large enough to easily read. They want more complete nutrition labeling, especially concerning fat, sodium, and sugar.

Consumers want to know not only the total amount of fat and sugar, but the source, such as coconut oil or corn syrup.

Consumers reject the shotgun approach to labeling which as an example states "contains one or more of the following: coconut, soybean or palm oil," since there is a great

deal of difference between the amount of saturated fat in coconut oil compared to soy oil. All consumers present wanted open dating on food products. Most agreed that a "pack" date on canned foods and "sell-by" date on more perishable foods would be helpful.

An HNC member representing a consumer-oriented grocery store suggested that symbols would be useful on food products. The audience and hearing officers were impressed with what he suggested: a tooth  for high sugar food, a heart  for high fat food, a salt shaker  for high salt foods, a P for preservative and a rainbow  for artificial color.

Both hearing sessions were taped. A council committee summarized the tapes for the official transcript, which was presented by one of the members at the Western Regional Hearing in San Francisco.

#### Success

The HNC representative reported that the San Francisco hearing was highly representative of industry and special interest consumer groups even though the objective was to get direct consumer input. The Eureka hearing probably more completely met the objective since, with the exception of the food Co-op, all of the people who testified were individual consumers. The FDA hearing officers commended the local hearing and the organizations promoting it.

The council encourages other nutrition councils, Extension home economists, and other community groups to consider organizing local hearings. Food labeling is only one important consumer issue that needs to be addressed at the grassroots level. There are many others yet to come. □

# Getting Fleeced

by Greg Northcutt  
Station Editor  
Michigan State University



For many of us, wool is a bright, fashionable sweater, a finely-tailored suit, or a toasty warm pair of ski socks. But, for the 18 students who attended the 2-day sheep-shearing school at Montana State University this past winter, wool is completely different stuff.

It's stuck to the backs, bellies, and sides of squirming 150-pound ewes—and it all has to come off.

As the students quickly learned, that's often far easier said than done. First, you have to wrestle your unwilling, woolly subject into a sitting position. Then, bent over your work, you'll need one hand, two legs and a pair of knees to hold the ewe in place. Then, if all goes well, your other hand will still be able to reach the clippers and you can get down to business.

## Shearing

Experts can zip through the task, producing a single, smoothly-clipped fleece in just 3 minutes. But, for most of these students, shearing their first ewe was at least a 15- to 20-minute struggle. Even then, the bewildered, scalped appearance of the freshly-shorn sheep left little doubt

that eager but inexperienced hands had been at work.

Learning to shear like the pros—some of whom can clip sheep at the rate of 150 or more a day—is simply a matter of good instruction and practice. Lots of practice. Before the course was over, each student had sheared seven or eight ewes. Final results demonstrated a respectable degree of competence. Some students, in fact, were earning money with their newly acquired skills within a month or two after completing the school.

The school is sponsored by the Montana Wool Lab and the Montana Cooperative Extension Service. Jim Drummond, head of the Wool Lab, has been in charge of each class since the school began in 1964.

## Lessons

"We concentrate on the basics of shearing," says Drummond. "Students learn standardized shearing proce-

dures. Proper position is the key to good shearing. Students are taught not only the shearing strokes but when and how to move so that they, their ewe, and their equipment always end up in the right spot at the right time."

He feels the most difficult part of the course is learning how to hold a ewe. "It's harder for a short person to reach around and hold her than for a tall shearer. But then," he smiles, "a shorter shearer doesn't have to stoop as low, either."

Students offer different reasons for taking the course, which this year cost \$15. Most attend to learn how to shear their own small flocks. Others, with their eyes on a little extra income, plan to shear their neighbors' sheep as well as their own.

A few of the more ambitious may even advance to a commercial shearing crew. During Montana's shearing season, which extends from February through June, many shearers earn \$5,000 or more. But, since the going rate of payment is \$.80 to \$1.00 per fleece, such earnings represent literally thousands of sheep and hundreds of hours of back-straining labor.

A typical 10-pound fleece is currently worth around \$11. However,



*For the past 15 years The Montana Wool Lab and the Cooperative Extension Service have conducted a school to teach the basics of shearing sheep. And, although individual faces change from year to year, the expressions displayed by student and subject, alike, remain similar.*

students are taught that value of the fleece depends in part on their skill with the wool clippers.

The smoother and closer they clip wool to the skin, the more valuable the fleece. That's because long wool fibers can be woven into higher quality worsted fabrics. Short wool fibers, on the other hand, are used to make less expensive woolen products such as blankets and knitting yarn.

But, Drummond points out, shearing does more than provide wool for the mills.

"Most ewes are sheared in the spring before lambing," he notes. "Without their bulky wool covering, more ewes will fit into protective lambing sheds. Also, a newly-shorn ewe is more likely to head for shelter in bad weather taking her lamb with her. Finally, shearing leaves a clean belly and udder which makes it easier for the lamb come mealtime."

### Basics

Students learn the basics firsthand from a professional shearer. This year's class was taught by Bill Denecke, a former graduate of the school who farms near Manhattan, Mont.

"In addition, a video tape recording of another professional shearer offered instant, step-by-step replay of shearing techniques," Drummond adds. "Some students have since returned to review the tape for refresher training."

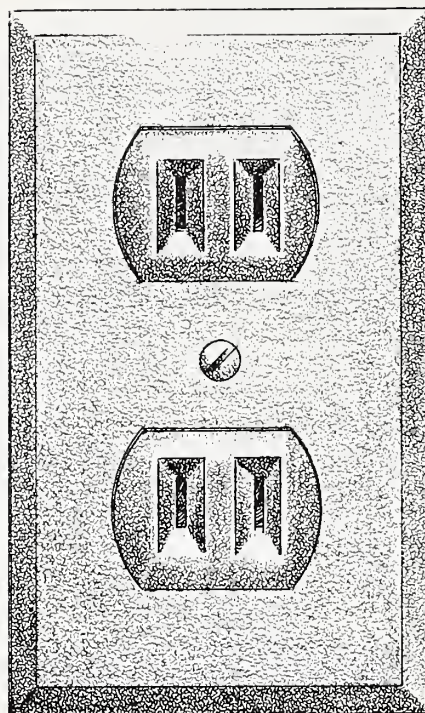
Next year Drummond hopes to add an advanced course to the sheep-shearing school. Plans call for the U.S. Champion sheep shearer, Charles Swaim, to teach the course. He represents a company which has provided equipment and professional instructors for the school in the past. □





# Utilities— A Consumer Mystery

by Jane Scherer  
CHEP Coordinator  
Cooperative Extension Service  
University of Illinois

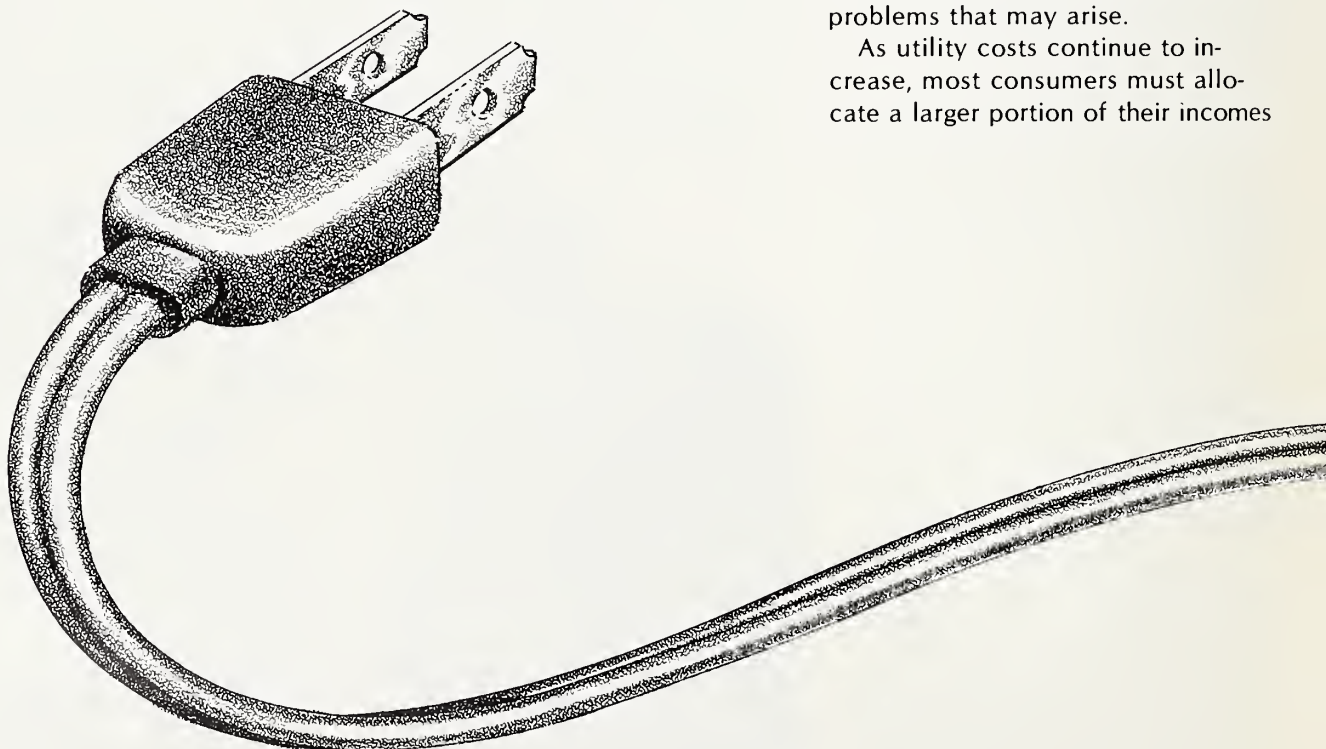


Why are utility costs increasing? How are rates determined? What happens to cash deposits? Where do consumers go for help to solve utility problems? Who regulates utilities?

These questions and many others continually surface as consumer concerns. To teach consumers the answers, the Illinois Cooperative Extension Service initiated an education program—"Be In The Know About Utilities."

The overall objective is to help low-income consumers understand and carry out their rights and responsibilities in dealing with utility companies. To accomplish this, consumers need information about utility company policies, rules and regulations, and the federal and state laws that govern utilities. This knowledge will enable them to manage their utility dollars effectively and cope with problems that may arise.

As utility costs continue to increase, most consumers must allocate a larger portion of their incomes





for maintaining these services. Lack of understanding and preparation for rising utility costs results in feelings of confusion, anger, and manipulation. To diminish dissatisfaction and increase consumer competency, a program was needed to teach people what their rights, resources, and responsibilities are as utility consumers. Such a program also needed to focus on an explanation of why the utility industry must be a profitmaking business, as well as a provider of public service.

### **CHEP Involvement**

To reach the target audience, the program was designed for implementation through the Consumer and Homemaking Education Program (CHEP). Established in 1971, CHEP is carried out by the Illinois Cooperative Extension Service with funds from the Department of Adult, Vocational and Technical Education—Illinois Office of Education.

CHEP tailors its delivery and content to audience needs. Because low-income homemakers know their own problems best, CHEP hires and teaches low-income persons as para-

professionals to teach other low-income homemakers through home visits.

Projecting the increased concern in residential utilities 2 years ago, Extension began to develop teaching materials and programs in cooperation with the Illinois Commerce Commission (ICC) to help better inform consumers.

Government agencies often seem unapproachable and remote to low-income customers. This is frequently true with regard to state and federal utility regulators. Thus it was important to inform consumers which agency was the regulator, its function, and what it could do for them. The best approach—involve the regulatory agency, the ICC, in the educational effort.

Regulatory agencies often have no mandate to provide educational services and do not have the funds to carry out such activity. They do have expertise that is needed and a desire to help others reach consumers with pertinent information.

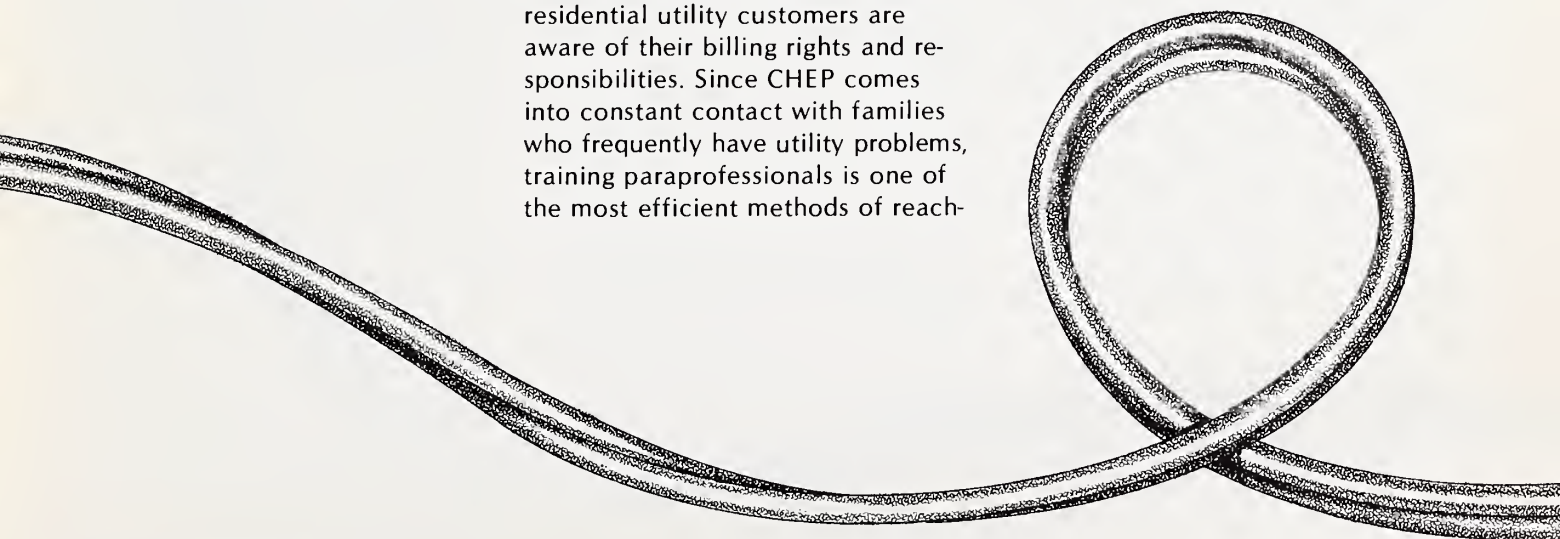
As Thomas J. O'Brien, head of the Illinois Commerce Commission's Consumer Protection Office says, "The ICC wants to insure that Illinois residential utility customers are aware of their billing rights and responsibilities. Since CHEP comes into constant contact with families who frequently have utility problems, training paraprofessionals is one of the most efficient methods of reach-

ing the people who need this information the most. The Cooperative Extension Service provides us with an organization and a network perfectly suited to teach low-income consumers we could not otherwise reach. It provides us with an opportunity to teach residential utility customers how to keep problems from becoming unmanageable as well as where to go for help and information."

### **Program Delivery**

Extension conducted workshops jointly with the ICC in 1976 to learn what problems low-income families had in dealing with utility companies. Homemakers voiced concern about reading meters, checking bills, paying deposits, disconnecting service, increasing rates, using budget plans, estimating bills, late payment penalties, and many others. As a result, three teaching packets were developed and several workshops were conducted.

The first package kit, "Be In The



Know About Utilities," teaches homemakers how to check utility bills, read meters, and record readings. Another teaching kit, "Utilities and You," focuses on the importance of paying utility bills promptly and finding help for utility problems. The newest materials explain policies regarding cash deposits and application for termination of service.

A variety of materials have been developed, including pamphlets, teaching guides, worksheets, flip charts, coloring sheets, and puzzles for children.

Homemakers have been eager for this information and for the first time many are understanding what their role is as responsible utility consumers. One paraprofessional recently shared the following example. "My homemaker didn't pay her bills when they were due. I showed her how much she'd save each month if she paid her electricity and gas bill on time. We worked on a budget and she now is paying her bills on time and saving two to three dollars each month. That's a tremendous help."

Another paraprofessional related her success story. "One of my homemaker's utility bills was \$121 when the company couldn't get out to read the meter and they estimated the bill. She called the company and they sent someone out to check to see if something was wrong. Nothing was wrong. They audited her bill and she got a new one for \$57. She was so happy and so was I! The utility packet really helped. Now she always checks to see if the bill is right."

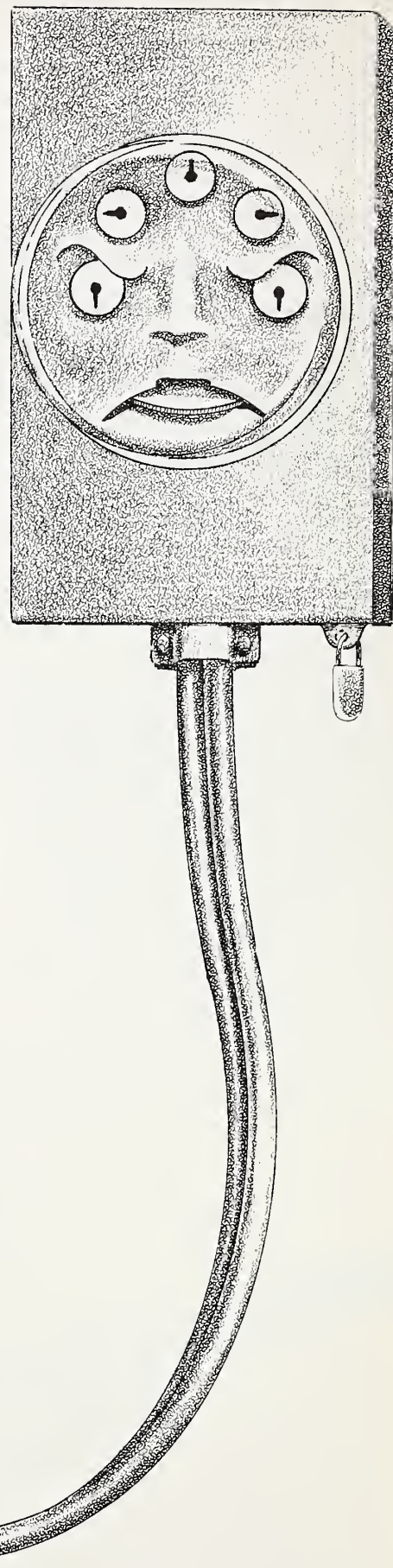
One paraprofessional from a rural county said, "Homemakers in my area have to read their own meters. Some were having terrific problems keeping that meter reading straight and sending in the right amount of money. If they don't read their meters right, then they have a foulup in the bill. And then the company is constantly sending them adjusted bills. These lessons gave us a lot of insight into how to keep this type of thing straight. We really needed this information and it was a great idea!"

Other reports indicate that CHEP homemakers keep the materials for reference, and share the information with their families and neighbors.

### Summary

Many consumers are mystified and distressed with increasing utility costs. In addition, they may feel powerless to manage utility problems effectively. Low-income consumers feel particularly disadvantaged in coping with steadily inflating prices of utility companies.

Through the use of easy-to-read materials and one-to-one teaching by paraprofessionals, more than 3,000 low-income homemakers in Illinois have increased their knowledge about the management of utility bills and dealing with utility problems. Also, as a result of this CHEP program, homemakers learned the importance of understanding utility company rules, regulations, and policies. Editor's note: To obtain a listing of the CHEP materials cited write Jane Scherer, 528 Bevier Hall, Urbana, Illinois 61801. □





# Formulating Small-Farm Fever

by Gregory R. Pasewitz  
Area Extension Agent

and Barbara Moyer  
Geauga County HE Agent  
Ohio State University

Moving into "unknown country" can be challenging, perhaps even frustrating.

In northeastern Ohio, that unknown country is frequently only a county or township away, maybe just beyond the city limits when residents are seeking a better way of living. But those few miles can take them from the familiar to the unexpected.

"Bugs are eating the leaves of my tree—what can I do to kill them?"

"My well water smells like rotten eggs—what's wrong?" "Can I raise three cows and two goats on my two-acre lot?" These are just a few examples of the increasing types of questions being asked County Extension staffs in northeast Ohio.

Many of these questions come from urban people who have recently moved into a rural setting. A majority are unfamiliar with the services provided by the local Extension Office. They call or drop in at the suggestion of a friend or from a referral by another agency. In either case, the questions increase and the challenge becomes clear. How does the county staff identify and work with these new rural taxpayers to help them find satisfaction in the country?

## New Rural Residents

Geauga County, a growing rural community bordering Cuyahoga County (Cleveland, Ohio), is attempting to meet this challenge. Spurred by recent migration from greater Cleveland—over 10,000 residents in less than a 9-year period—the County Extension Home Economics Committee recognized the need to identify the problems of these new rural residents. Office calls indicated that many of their concerns were similar



*Greg Pasewitz, Canfield area agent, demonstrates wood splitting at the Woodburner's Fair.*

to those of more traditional clients, but on a more basic skill level. The committee urged the county staff to include these new rural residents in existing programs.

To address the problem, an ad-hoc committee planned a series of four Saturday and evening programs tailored to answer many of the questions the former urbanites might ask. Extension staff taught the series "Living in Rural Geauga County," with assistance from the County Health Department.

A slide presentation on landscaping and managing a residential woodlot was first in the series.

The second session involved a "Mini-Farm Field Day." Designed to answer many of the questions of the new small farmer, the program was taught by the county agriculture agent and the area CRD program associate. The mini-field day emphasized raising farm animals and crops on a small-scale basis. Programs on home septic tanks and water systems

including maintenance and operation were also presented.

## Fair Featured

As an added feature of the rural living series, Geauga County was included in the multicounty Woodburner's Fair. Directed by the area home economist, the fair helped new rural residents and others learn more about the selection and installation of woodburning stoves. Additional information was also provided on using wood as a fuel.

Approximately 600 Geauga County residents participated in the "Living in Rural Geauga County" series. As a result, more questions about water and septic systems have come into the county Extension office. To assist county agents with requests for information, the area CRD staff developed pamphlets on water quality problems and septic tank care for distribution in northeast Ohio counties.

The county agricultural agent better defined the new rural audience by surveying individual needs. A newsletter and additional programs are planned for new Geauga County families. This effort, called "Farm Fever" has great potential for serving the needs of this new small-farm population.

Calls on lawn care and home gardening previously handled by the agricultural agent are now covered by the county home horticultural summer assistant. Funds for this position came directly from the county commissioners.

In less than 1 year, Geauga County Extension staff members estimate they have served more than 1,500 new rural residents. They accomplished this by utilizing Extension's existing information system and working together as a team across county, area, and state lines. □

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# Tillamook Jetty No Longer at Bay

by Tom Gentle  
Information Representative  
Extension Communication  
Oregon State University

When local officials asked for help in funding an improvement project on Tillamook Bay, two Oregon State University Extension community development specialists turned to a sophisticated input-output economic study and a computer for quick results.

Tillamook County, on Oregon's north coast, has had a typically troubled rural economy. Although the dairy industry and tourism are unique parts of the local economy, the timber industry, which experiences seasonal ups and downs, dominates.

For some time, local officials and citizens had tried to convince the U.S. Army Corps of Engineers and Congress to improve the entrance to Tillamook Bay by extending the south jetty to the same length as the north jetty. (The unequal jetties create dangerous and unpredictable bar conditions that prevent navigation in the fall, winter, and early spring.)

## Processing

In spring 1977, local officials became aware of a business proposal to increase timber processing in the community. Logs and green veneer were to be barged to Tillamook for processing at local lumber and plywood plants. However, the proposal required a safe bar condition year round.

"Generally, timber grown and harvested in Tillamook County was shipped outside the area for processing. The opportunity to process more timber locally meant not only more jobs, but also fewer seasonal swings in employment when weather kept the loggers at home," said Bill Rompa, OSU Extension rural development agent.

It was at this point that local officials asked Rompa and Russ Youmans,

OSU Extension resource economics specialist, if they could provide information that would convince Congress of the economic merits of extending the jetty. Luckily, OSU researchers had completed an input-output study of the Tillamook area a few years earlier.

## Input-Output

An input-output study is a method of analyzing an area's economy. It can be used to estimate the effects of any number of business activities, such as the expansion of current businesses, the development of new industries, or even the loss of firms already operating in the community.

An input-output study looks at the basic industries of an area. Basic industries are defined as those that sell (export) a majority of their goods or services outside the local area. The relation between what the community sells (exports) and buys (imports) is important. The money earned from exports is used to buy goods and services that the community cannot supply itself, such as automobiles, food, chain saws, and so on.

The input-output study also shows the inter-relationships of various parts of the economy. For example, it can predict the effect of increased plywood processing on local retail sales, cafe and tavern business, and household income.

Input-output models are costly in both time and money. A research staff must be assembled, trained, and sent into the local community to collect data from business firms. Data collection alone can take four to six full-time staff members 2 months





to complete. Another 6 months are required to finish the model.

"Rural communities rarely have the expertise or money to perform their own input-output study," said Rompa.

Since the input-output study of the Tillamook area had already been completed, Rompa and Youmans were able to give the community the information it needed in a relatively short time. Although input-output models are often constructed to answer some specific question, both Extension specialists emphasize that they can be used for many other purposes.

"Input-output models are a valuable source of economic information. Too often they are filed away and never used again. As our experience with Tillamook County shows, these models can be valuable in ways never imagined by the people who originally constructed them," Youmans said.

### Impact

On the basis of computer projections, Rompa and Youmans predicted that the expansion of lumber processing as a result of extending the jetty could be expected to have an impact of more than \$4 million a year on the local economy. Local household income would increase by \$1.8 million, and downtown business would experience a \$1.7 million a year gain.

Armed with the data generated through the input-output model, community leaders testified in favor of the jetty extension project at a Congressional hearing in Washington, D.C. As a result of that hearing, Congress has appropriated the necessary funds.

The predicted economic impacts

of the jetty extension did not alone account for authorization of the project, Youmans noted. But the analysis did have an effect in prompting Congress and the Corps of Engineers to examine the project, and it gave the local community the encouragement to pursue and achieve an economic development goal it believed in.

Input-output models do have shortcomings. For instance, they do not measure social, environmental, or esthetic effects of economic development. However, they appear to be the best available estimates of impacts from economic activities. And they are more realistic than many of the currently used "by guess and by golly" methods, Rompa said.

And as the experience in Tillamook County indicates, the input-output model can be an effective education tool to rally diverse segments of a community to help solve local problems. □

# TV's Impact on the Family

by Diane Yanney  
Extension Information Service  
University of Wisconsin-Madison

"I didn't realize TV makes kids passive and less creative. It was a very informative and interesting program. We have definitely changed some of our TV habits."

"I definitely feel TV programs do influence my children and I have become more conscious of this and do monitor their viewing more."

These reactions from parents show that Wisconsin family living education programs, designed to increase awareness of television's influence on the family are doing just that.

A slide-tape set titled "Children and TV," released in August 1977, began the program. Child development specialist Irene Goodman and Terry Gibson, staff development, produced the set for Extension home economics county faculty to use with community groups. But the staff has discovered that the topic of television's influence on the family appeals to a wide variety of audiences.

## Concern for Children

Lois Klusmeyer, Brown County home economist, began addressing the topic in fall 1977. The previous spring, her homemakers' advisory committee had expressed concern about TV's effects on children. To prepare for the training meeting, Klusmeyer held planning sessions with the Green Bay Board of Education, school principals, clergy, and local media. They organized a 3-hour meeting to cover all segments of the slide-tape presentation with ample time for discussion.

Not only were Extension homemaker clubs excited about discussing TV's influence on the family, but when other groups in the community found out about the program, they wanted to use it, too. High school teachers, church adult classes, and

*Children and advertising—the effects of each on the other—are but one part of Wisconsin Extension's television awareness program says Terry Gibson of staff development.*





elementary school parents asked Klusmeyer for program materials.

Dane County home economist Jan Floeter has used the program extensively with community groups. "Children and TV" gives examples of how television influences children at different stages in their development, explains the economics of its decision making, and suggests action parents can take to improve home viewing.

### **Additional Use**

After attending Goodman's inservice training session on the influence of television, Andrew Halbach, Marquette County 4-H youth agent, used the slide-tape set for a five-county winter 4-H camp. The camp theme

was self-improvement: how others affect us and how we affect others.

Although the program focuses on the young child, Halbach geared discussions to the teens and how TV influences them. Since teens watch so much television, the 4-H'ers talked about TV's influence on their buying habits. As future parents, they discussed the ideas on TV, and family life.

Halbach feels the program is good for teens. "If they become more aware of their viewing habits at this stage in their lives, they might be more willing to change them," he said. This topic is not often dealt with in the public schools. It's a programming plus that it's new and different for 4-H'ers.

The 10 copies of the slide-tape set produced for the Extension library are in constant demand for single-topic meetings. Goodman and Gibson have also incorporated the presentation as part of a workshop for parents and children offered through UW-Extension in Madison.

### **Family Involvement**

While parents viewed the slide-tape set, young children were videotaped watching Saturday morning cartoons. Parents were surprised to see their young children so mesmerized by television.

The older children (ages 7 to 11) worked with Gibson to produce their own TV ads. They incorporated what they saw on television in their own commercials. One young man pretended he was "John Wayne" endorsing a cereal product.

Families attended the workshop for a variety of reasons. One mother was concerned because her 3- and 6-year old children wondered why they didn't have a TV set at home. A teacher encouraged her daughter

and grandchildren to attend because she was concerned about her grandchildren's viewing habits. She also wanted to learn how to help guide her sixth grade students in their TV viewing.

Because so many groups and individuals are concerned about the influence of television on children, county extension staff are promoting the program as a resource for community groups.

In Marquette County, Halbach and home economist Cheryl Rew publicized the program in newsletters and held a countywide open leader training meeting.

The Extension and Agriculture Committee was so interested in the program that it requested Halbach and Rew to provide an inservice training for committee members. "That's the first time the committee has made such a request," Halbach says.

Goodman has been supplementing local contacts by notifying state leaders of the Wisconsin Federated Women's clubs, PTA's, and similar organizations of the availability of the program through county extension staff.

### **Filmstrip Format**

Because of the program's popularity, Goodman revised and transferred the slide-tape set to filmstrip format for purchase. The three segments of the 26-minute program, "Television's Influence on Children," "Economics of TV Decision Making," and "What Can You Do?" are each a separate filmstrip with accompanying audio-cassettes, scripts, and discussion guides.

Information about the filmstrips is available from Goodman, 1300 Linden Drive, University of Wisconsin-Extension, Madison, Wis., 53706. □



# Mississippi Motivates Money Management

by Jane Honeycutt  
Extension News Editor  
Mississippi State University



Expensive housing, too much credit, marital problems, no savings account. These situations—and a host of others—make it hard for many Mississippians to live within their incomes. The result: shuffling bills, taking out new loans to pay off old ones, and having no cash to meet emergencies.

Most Mississippians have felt the effects of inflation, but some can face spiraling costs of goods and services better than others. Sometimes, more money isn't the answer. Surprisingly enough, money management is often the key to coping with inflation.

For central Mississippians, free help may be only a phone call away: 982-6279 in Jackson. That's the telephone number of the Mississippi Co-operative Extension Service (MCES) Money Management Center in Highland Village.

## Pilot Project

A visit with Bonita Bridges, area

MCES consumer management specialist who operates the center, reveals some startling facts. Clients who've asked for help managing their money have incomes ranging from a low of \$70 a month to as high as \$110,000 a year. About 25 percent of Bridges' clients are divorced or widowed; they are equally divided between men and women. Overuse of credit is the major problem facing most people; few accept the right and responsibility of setting their own credit limits.

Established as the result of a 1976 pilot project, the center serves clients in Hinds, Madison, Rankin, Yazoo, Scott, and Warren counties. There is no charge for the Center's services. Many persons make appointments for individual consultations; others take advantage of the management classes Bridges teaches for schools, churches, organizations, and institutions.

"I think people fall into two categories of money management: those who have enough income to make choices about how they spend their money, and those who must meet basic needs on a minimum income," says Bridges.

*Teaching preschoolers how to save smartly and spend wisely are principles of Mississippi's money management program says Bonita Bridges (center)*

## Clients

For obvious reasons, most clients prefer to remain anonymous. But, Virginia Hilt doesn't feel that way. She came to the center after hearing Bridges speak to a meeting of Parents Without Partners. Hilt, a nurse, has an adequate income. Her problem: meeting unexpected expenses, such as roof repairs, and saving to pay large bills like car insurance, license tags, and Christmas presents.

"Mrs. Hilt differs from most clients in that she was already keeping excellent records of how she spent her income," says Bridges. "Records really pay; there's no substitute for seeing your financial situation in black and white."

With Bridges' guidance, Hilt has avoided getting a loan to pay for large bills. She also saves about \$35 a month to apply to regular yearly bills like taxes, insurance payments, and similar expenses.



Another client, (we'll call him Dan), credits Bridges with saving his marriage. Referred to the Center by a former client, Dan had accumulated a debt load of 21 obligations which totaled more than \$17,000, not counting his house mortgage. He's been working with Mrs. Bridges since March 1978, and has reduced his debts to less than \$4,000 and the number of obligations to 16.

"Dan's problem was clearly over-use of credit. He and his wife had no savings plan, no spending plan and never reserved any funds for unexpected expenses or big bills. They kept no records," says Mrs.

Bridges. "When they did receive extra money, as in a tax refund, they bought more things instead of paying bills already owed."

Their income, by most standards, is high—more than \$2,000 a month take-home pay. Despite this, the couple missed house payments, flip-flopped bills (paid some one month, others the next) and had little or no discipline in using charge accounts.

"When there's bickering in a family, there's a tendency to overspend," says Bridges. Dan agrees. "Credit is a fine thing, but you must have discipline to use it," Dan points out. "We were really having some serious

marital conflicts which resulted from our unstable financial condition."

### Childrens' Program

"As people learn about managing money, they share information with their friends and co-workers," says Bridges. "A vital part of my work has been with preschoolers. The way children feel about money will determine their adult attitudes. They may be selfish, impulsive or overly cautious—all of which may extend into adult life.

"Children must learn that money is only one resource of living. It shouldn't become a goal in itself. Management of money is often a key to personal satisfaction. Even preschoolers can learn good money management habits," she adds.

"One of my most rewarding experiences has been working with preschoolers at St. Jude's Day Care Center in Pearl," she explains. "I met with the director, Susanna Orr, and the teachers several times to give them teaching materials and familiarize them with the lessons. We also met with the parents so they could reinforce what the children were learning about money management.

"Preschoolers learned to identify different coins and bills, learned where money is kept, played store, and learned to read price tags," she explains. "They learned about energy conservation and how it saves dollars. They learned to repair broken toys and how to do simple clothing repairs, like sewing on buttons. All these things add up to money management.

"Money management means making a choice—deciding on something," she says. "It doesn't matter whether you're a child or an adult, the same principles hold." □

The accompanying article provides the details on this innovative program. Extension educators and others all over the Nation are becoming aware of this effort, and they are studying it closely to see what implications it has for them.

The Jackson consumer money management center, funded by SEA-Extension-USDA, is based on a pilot project begun 6 years ago. Results from that pilot project were shared with other states. Now a new status report on the project and some of the teaching materials being used have also been made available to States. SEA-Family Education, with Mississippi Extension assistance, has produced a 24-minute videogram (videocassette with internal communications message) describing the program. It's called "Helping Families To Live With Inflation." The videogram was sent to State Leaders of Home Economics for state and possibly area showings. Check with them for additional information about this program. □

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## Living With Inflation—A Videogram

by **Betty Fleming**  
**Communications Program Leader**  
**SEA-Extension**  
**Washington, D.C.**

Mississippi is a State that has found a way to provide an essential educational program in an urban area—and, achieve a high degree of visibility at the same time.

Bonita Bridges, area consumer money management specialist, is doing what she calls money management consultations (to avoid conflict with professional "counselors" of various kinds). Her program, originally set up to serve a three-county area, has had statewide impact.

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